

MOTHER'S KNOWLEDGE, PARENTING STYLE, AND MOTOR DEVELOPMENT IN STUNTING AND NON-STUNTING TODDLER

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Abstract

The stunting rate in Indonesia is still above the maximum figure set by WHO. Stunting impacts a child's physical growth and various child developments, one of which is motor development. In general, this research aims to analyze the influence of mother knowledge and parenting style on the development of gross motor and fine motor skills in toddlers. This research used an explanatory design involving 80 examples of families with stunted and non-stunted toddlers aged 2-3 years in Sindang Barang and Bubulak Villages selected by purposive sampling. Stunted toddlers are more commonly found in boys, low maternal education, low family income, large family members, and low maternal knowledge. The correlation test results show a significant positive relationship between children's stunting status and their mother's knowledge. The father's and mother's education is related to the mother's knowledge, and the father's education and family income are associated with the authoritative parenting style. The results of the influence test show that the authoritarian parenting style significantly positively influences children's gross motor and fine motor development.

Keywords: fine motoric, gross motoric, mother's knowledge, parenting style, stunting

PENGETAHUAN IBU, GAYA PENGASUHAN, DAN PERKEMBANGAN MOTORIK PADA ANAK BATITA STUNTING DAN TIDAK STUNTING

Abstrak

Angka *stunting* di Indonesia masih berada diatas angka maksimal yang ditetapkan oleh WHO. *Stunting* bukan hanya berdampak kepada pertumbuhan fisik anak, tetapi juga berdampak kepada berbagai perkembangan anak, salah satunya perkembangan motorik. Secara umum, penelitian ini bertujuan untuk menganalisis pengaruh pengetahuan ibu dan gaya pengasuhan terhadap perkembangan motorik kasar dan motorik halus pada anak batita. Penelitian ini menggunakan desain eksplanatori dengan melibatkan 80 contoh keluarga dengan anak batita *stunting* dan tidak *stunting* usia 2-3 tahun di Kelurahan Sindang Barang dan Bubulak yang dipilih dengan *purposive sampling*. Anak batita *stunting* lebih banyak ditemukan pada anak laki-laki, pendidikan ibu rendah, pendapatan keluarga rendah, anggota keluarga yang banyak, dan pengetahuan ibu rendah. Hasil uji korelasi menunjukkan adanya hubungan positif signifikan antara status *stunting* anak dengan pengetahuan ibu, pendidikan ayah dan ibu berhubungan dengan pengetahuan ibu, serta pendidikan ayah dan pendapatan keluarga berhubungan dengan gaya pengasuhan *authoritative*. Hasil uji pengaruh menunjukkan bahwa gaya pengasuhan *authoritarian* memiliki pengaruh yang positif signifikan terhadap perkembangan motorik kasar dan motorik halus anak.

Kata-kata kunci: gaya pengasuhan, motorik kasar, motorik halus, pengetahuan ibu, *stunting*

INTRODUCTION

Growth and development are a series of processes that every child undergoes according to their age stages. Children with good growth and development will become quality future generations of the nation. The toddler phase (under three years) or children aged 12-36 months is a golden period for children because, at this age, they tend to quickly grasp new things from what they see and feel (Pratiwi & Irdawati, 2017), making it an ideal time to optimize their growth and development. Children aged 12-36 months tend to experience an increase in development speed, including gross and fine motor development (Kemenkes, 2016). Motor development involves physical control through various activities requiring coordination between nerves and muscles (Fatmawati, 2020).

One factor influencing motor development in toddlers is nutritional status. Children with good nutritional status tend to have better development, and vice versa (Suryaputri et al., 2014). One of the nutritional problems still prevalent among toddlers is stunting. Stunting is a condition of impaired growth and development experienced by children due to poor nutrition, repeated infections, and inadequate psychosocial stimulation. The results of the Indonesian Nutritional Status Survey (SSGI) showed that the prevalence of stunting in Indonesia in 2022 was still above the WHO standard, at 21.6% (Kemenkes, 2023). Research conducted by Mustakim et al. (2020) indicates that stunted children are at a greater risk of experiencing motor development delays.

According to Bronfenbrenner (1979), child growth and development are related to four layers of the environment that influence each other. The family is included in the microsystem because they interact directly every day, making the family the first and primary environment to help children achieve optimal growth and development (Sudirman et al., 2022). As the primary caregivers, mothers need sufficient knowledge in child-rearing. A mother's knowledge is certainly a factor related to a child's motor development. Parents who have good knowledge about growth and development can recognize the state of their children well (Syahailatua & Kartini, 2020). Furthermore, parenting styles are also closely related to child development. The parenting style applied by parents can influence a child's development (Indrawati & Muthmainah, 2022). How parents raise their children is very important in modern times, as parenting reflects how parents nurture their children (Kaligid et al., 2022).

Combining the variable of mother knowledge with the variable of psychological aspects, such as parenting style, and relating them to motor development in toddlers can provide novelty in the research to be conducted. The general aim of this study is to analyze the influence of mother knowledge and parenting styles on gross and fine motor development in toddlers. Specifically, this study aims to: 1) analyze the differences in child characteristics, family characteristics, maternal knowledge, parenting styles, and gross and fine motor development between stunted and non-stunted toddlers; 2) analyze the relationship between child characteristics and family characteristics with maternal knowledge, parenting styles, and gross and fine motor development in toddlers; and 3) analyze the influence of child characteristics, family characteristics, maternal knowledge, and parenting styles on gross and fine motor development in toddlers. This research is expected to benefit parties related to childcare and motor development in toddlers, namely parents, policymakers, and for scientific development.

METHOD

This study employs an explanatory research design with a survey method using questionnaires and child development observation tools. Data collection was conducted through direct interviews with mothers of children aged 2-3 years and observations of the motor development of children aged 2-3 years with stunted and non-stunted nutritional statuses. The research was conducted in Bubulak and Sindangbarang villages, Bogor City. These locations were purposively selected based on their high stunting prevalence rates, ranking second highest. The study was carried out from December 2022 to July 2023. The population of this study consists of families with stunted and non-stunted toddlers residing in Bubulak and Sindangbarang villages, Bogor City. The sample selection was done through purposive sampling, with a total sample size determined using the Slovin formula, resulting in 40 stunted toddlers and 40 non-stunted toddlers.

The research variables include maternal knowledge, parenting styles, and the gross and fine motor development of toddlers. The mother knowledge variable was measured using a questionnaire developed by the researchers, referencing and modifying the studies of Hasanah (2014), the Caregiver Knowledge of Child Development Inventory (Ertem et al., 2007), and the book "Stimulation, Detection, and Early Intervention of Child Growth and Development" (Kemenkes, 2016). The parenting style variable was measured using the Parenting Styles and Dimensions Questionnaire (PSDQ) (Robinson et al., 2001). The motor development of toddlers was measured using the Denver II instrument developed by Frankenburg et al. (1992).

The data obtained was processed through editing, scoring, entry, coding, cleaning, analyzing, and data interpretation stages. Data processing was performed using Microsoft Office Excel 2016 and analyzed using the Statistical Package for Social Science (SPSS) 25.0 program.

RESULTS

Child Characteristics

This study involved 80 children aged 2-3 years residing in Bogor City, with 40 children classified as stunted and 40 as non-stunted. In the stunted category, the majority of the children were male, while in the non-stunted category, the majority were female, each with a percentage of 67,5%. Overall, the number of male children equaled the number of female children. Results from the independent sample t-test indicated a significant difference ($p < 0,05$) between gender and stunting status. The ages of both stunted and non-stunted children ranged from 24 to 36 months. The independent sample t-test results indicated no significant difference ($p > 0,05$) between age and stunting status.

Family Characteristics

The study included 80 respondents, all mothers of children aged 2-3 years with either stunted or non-stunted nutritional status. Parental age was divided into three groups according to Hurlock's (1980) classification. The findings revealed that in families with stunted children, the majority of fathers and mothers were in the early adulthood group (18-40 years), with 62,5% of fathers and 80% of mothers. In the non-stunted category, early adulthood also predominated, with 70% of fathers and 86,3% of mothers. The independent sample t-test results showed no significant difference ($p > 0,05$) between the ages of fathers and mothers in families with stunted and non-stunted children.

Parental education levels ranged from not completing elementary school to holding a master's degree. In the stunted category, half of the respondents had completed high school or equivalent, with 47,5% of fathers and 40% of mothers. In the non-stunted category, more than half of the respondents had completed high school or equivalent, with 55% of fathers and 50% of mothers. The independent sample t-test results indicated a significant difference ($p < 0,05$) between maternal education and child stunting status, with a p-value of 0,008.

Parental occupations were categorized into several groups. In both stunted and non-stunted families, all fathers were employed. In families with stunted children, more fathers worked as laborers and entrepreneurs/traders, with percentages of 37,5% and 30%, respectively. In families with non-stunted children, more fathers worked as private employees, with a percentage of 45%. In both categories, the majority of mothers were unemployed (housewives), with percentages of 72,5% and 80%.

Family income was categorized into several groups. In families with stunted children, the largest income range was IDR 1.000.001 - 3.000.000, at 60%. In families with non-stunted children, the income ranges of IDR 1.000.001 - 3.000.000 and IDR 3.000.001 - 6.000.000 had close percentages of 47,5% and 32,5%, respectively. The independent sample t-test results indicated a significant difference ($p < 0,05$) between family income and child stunting status, with a p-value of 0,005.

Family size was categorized based on BKKBN (2005) classifications: small family (≤ 4 members), medium family (5-6 members), and large family (≥ 7 members). In families with stunted children, more than half were medium-sized families, with a percentage of 52,5%. In families with non-stunted children, more than half were small families, with a percentage of 55%. The independent sample t-test results indicated a significant difference ($p < 0,05$) between family size and child stunting status, with a p-value of 0,024.

Maternal Knowledge

Table 1 illustrates the distribution of samples based on mother knowledge levels in both stunted and non-stunted categories. In the stunted category, 57,5% of mothers had a low knowledge index, 37,5% had a moderate knowledge index, and 5,0% had a high knowledge index. In contrast, in the non-stunted category, 32,5% of mothers had a low knowledge index, 52,5% had a moderate knowledge index, and 15,0% had a high knowledge index. The minimum and maximum knowledge scores were 33,33 and 86,67 for stunted, and 26,67 and 100 for non-stunted, respectively. The mean knowledge score was $60,5 \pm 14,74$ for stunted mothers and $69,67 \pm 16,94$ for non-stunted mothers. The P-value indicates a significant difference ($p < 0,05$) between mother knowledge in stunted and non-stunted categories, with a value of 0,012.

Table 1 Distribution of samples based on mother knowledge

Knowledge Category	Stunted (%)		Non-Stunted (%)	
	n	%	n	%
Mother Knowledge				
Low (<60)	23	57,5	11	27,5
Moderate (60-80)	14	35	21	52,5
High (>80)	3	7,5	8	20
Total	40	100	40	100
Min-Max	33,33-86,67		26,67-100	
Mean ± SD	60,5±14,74		69,67±16,94	
P-value	0,012*			

Parenting Style

The research findings indicate that more than half of the respondents with stunted and non-stunted children exhibit a moderate level of authoritative parenting style, with percentages of 52,5% and 57,5%, respectively, as shown in Table 2. Additionally, the results show that nearly all respondents with stunted and non-stunted children employ a low authoritarian parenting style, with percentages of 95,5% and 100%, respectively. The majority of respondents with stunted and non-stunted children also adopt a low permissive parenting style, with percentages of 82,5% and 75%, respectively. Independent sample t-test results indicate that there is no significant difference ($p>0,05$) between authoritative, authoritarian, and permissive parenting styles among families with stunted and non-stunted children.

Table 2 Distribution of samples based on parenting styles

Variables	Stunting		Non-Stunting	
	n	%	n	%
Authoritative Parenting Style				
Low (<60)	16	40	14	35
Moderate (60-80)	21	52,5	23	57,5
High (>80)	3	7,5	3	7,5
Total	40	100	40	100
Min-Max	38,33-88,33		45-88,33	
Mean ± SD	62,54±11		65,37±10,27	
P-value	0,238			
Authoritarian Parenting Style				
Low (<60)	38	95,5	40	100
Moderate (60-80)	2	5	0	0
High (>80)	0	0	0	0
Total	40	100	40	100
Min-Max	4,16-64,58		4,16-58,33	
Mean ± SD	34,11±12,68		33,38±11,59	
P-value	0,789			
Permissive Parenting Style				
Low (<60)	33	82,5	30	75
Moderate (60-80)	6	15,0	10	24
High (>80)	1	2,5	0	0
Total	40	100	40	100
Min-Max	30-90		10-80	
Mean ± SD	52,87±13,19		48,12±16,19	
P-value	0,155			

Gross Motor Development

Based on the research findings, more than half of both stunted and non-stunted children exhibit normal gross motor development, with percentages of 55% and 72,5%, respectively, as shown in Table 3. Additionally, stunted and non-stunted children classified under the suspect category account for 45% and 27,5%, respectively. The results also indicate that more stunted children show suspect gross motor development compared to non-stunted children. An independent sample t-test reveals that there is no significant difference ($p>0,05$) in gross motor development between stunted and non-stunted children.

Table 3 Distribution of samples based on gross motor development

Variable	Stunting		Non-Stunting	
	n	%	n	%
Gross Motor				
Normal	22	55	29	72,5
Suspect	18	45	11	27,5
Total	40	100	40	100
Min-Max	50-100		75-100	
Mean ± SD	87,74±11,60		91,49±6,86	
P-value	0,083			

Fine Motor Development

The research findings indicate that a majority of both stunted and non-stunted children exhibit normal fine motor development, with percentages of 75% and 85%, respectively, as shown in Table 4. Additionally, stunted and non-stunted children classified under the suspect category account for 25% and 15%, respectively. The results also show that more stunted children have fine motor development classified as suspect compared to non-stunted children. An independent sample t-test reveals that there is no significant difference ($p>0,05$) in fine motor development between stunted and non-stunted children.

Table 4 Distribution of samples based on fine motor development

Variable	Stunting		Non-Stunting	
	n	%	n	%
Fine Motor				
Normal	30	75	34	85
Suspect	10	25	6	15
Total	40	100	40	100
Min-Max	33,33-100		66,67-100	
Mean ± SD	91,71±12,36		94.60±8.74	
P-value	0.230			

Correlation Coefficients Between Child Characteristics, Family Characteristics, Maternal Knowledge, Parenting Style, Gross Motor Development, And Fine Motor Development

Correlation analysis was conducted between child characteristics and family characteristics with primary variables including maternal knowledge, parenting style, gross motor development, and fine motor development. Based on the correlation analysis in Table 5, it was found that significant positive correlations existed between child characteristics and family characteristics with the primary variables of maternal knowledge, parenting style, gross motor development, and fine motor development. Specifically, significant positive correlations were observed with stunting status (0: stunted, 1: non-stunted) and maternal knowledge ($r=0,300$, $p\text{-value}<0,05$). This indicates that mothers of non-stunted children tend to possess better knowledge compared to mothers of stunted children. Furthermore, correlations between family characteristics and the variables also showed significant positive relationships. Father's education and mother's education were significantly positively correlated with maternal knowledge ($r=0,278$, $p\text{-value}<0,05$) and ($r=0,271$, $p\text{-value}<0,05$), respectively. This suggests that higher levels of parental education correlate with higher maternal knowledge. Father's education also exhibited a significant positive correlation with authoritative parenting style ($r=0,246$, $p\text{-value}<0,05$), indicating that higher paternal education is associated with a tendency towards authoritative parenting style adopted by the mother. Additionally, family income showed a significant positive correlation with authoritative parenting style ($r=0,238$, $p\text{-value}<0,05$), suggesting that higher family income tends to be associated with authoritative parenting style practiced by the mother.

Table 5 Correlation coefficients between child characteristics, family characteristics, maternal knowledge, parenting style, gross motor development, and fine motor development

Variable	Maternal Knowledge	Parenting Style			Gross Motor Development	Fine Motor Development
		AV ¹	AN ²	PR ³		
Child Characteristics						
Age of Child	0,094	0,073	0,119	0,046	-0,013	-0,068
Child's Gender	0,065	0,000	-0,160	0,143	0,078	-0,063
Stunting Status	0,300**	0,044	-0,160	0,083	0,182	0,125

Table 5 Correlation coefficients between child characteristics, family characteristics, maternal knowledge, parenting style, gross motor development, and fine motor development (continue)

Variable	Maternal Knowledge	Parenting Style			Gross Motor Development	Fine Motor Development
		AV ¹	AN ²	PR ³		
Family Characteristics						
Father's Age	0,034	0,067	0,031	-0,038	-0,074	-0,082
Mother's Age	0,094	0,052	0,076	0,034	-0,001	-0,163
Father's Education	0,278*	0,246*	-0,039	0,024	0,134	0,138
Mother's Education	0,271*	0,203	-0,029	-0,013	0,125	0,142
Mother's Employment Status	0,122	-0,025	-0,089	-0,217	-0,088	0,054
Family Income	0,193	0,238*	-0,014	0,100	0,072	-0,028
Family Size	0,009	0,022	0,044	0,100	-0,124	0,144

Note: *) Significance at <0,05; 1) Authoritative parenting style; 2) Authoritarian parenting style; 3) Permissive parenting style.

The Influence of Child Characteristics, Family Characteristics, Maternal Knowledge, and Parenting Style on Gross Motor and Fine Motor Development

Multiple linear regression analysis was conducted using the enter method and backward method to assess the impact on gross motor development. The enter method was applied to 2 models, yielding the highest Adjusted R Square value of 0,051.

Table 6 Results of multiple regression analysis using the backward method on gross motor development

Model	Unstandardized coefficients (B)	Standardized coefficients (β)	Sig.
Child's Age	0,407	0,150	0,177
Stunting Status	3,809	0,198	0,083
Father's Education	0,645	0,215	0,121
Mother's Education	0,674	0,179	0,209
Authoritarian Parenting Style	0,182	0,228	0,039
Sig.		0,040	
Adjusted R Square		0,085	

The regression analysis using the backward method resulted in 13 models, with the highest Adjusted R Square value found in model 8 (0,085). The linear regression analysis using the backward method in Table 6 shows that authoritarian parenting style ($\beta = 0,228$) significantly influences gross motor development. An increase of one unit in authoritarian parenting style enhances gross motor development by 0,228 units. The regression model accounts for 8,5% of the variance in gross motor development, with the remainder influenced by unexamined variables.

Similarly, multiple linear regression analysis using both the enter and backward methods was conducted for fine motor development. The enter method was applied to 2 models, yielding the highest Adjusted R Square value of 0,041. The backward method generated 10 models, with the highest Adjusted R Square value also observed in model 8 (0,080). Results from the linear regression analysis with the backward method in Table 7 indicate that authoritarian parenting style ($\beta = 0,216$) and father's education ($\beta = 0,310$) significantly influence fine motor development. An increase of one unit in authoritarian parenting style and father's education enhances fine motor development by 0,216 units and 0,310 units, respectively. The regression model explains 8% of the variance in fine motor development, with the remainder influenced by variables not investigated.

Table 7 Results of multiple regression analysis using the backward method on fine motor development

Model	Unstandardized coefficients (B)	Standardized coefficients (β)	Sig.
Stunting Status	3,308	0,155	0,174
Father's Education	1,035	0,310	0,026
Mother's Education	-1,044	-0,250	0,078
Authoritarian Parenting Style	0,192	0,216	0,049
Sig.		0,036	
Adjusted R Square		0,080	

DISCUSSION

The age of the children in this study ranged from 24 to 36 months, both among those classified as stunted and non-stunted. During this period, children enter the weaning phase and exhibit high activity levels exploring their environment. Additionally, motor development in children progresses rapidly at this age. Toddlers undergo various phases and adaptation periods that may impact them, such as reduced appetite leading to nutritional deficiencies and sleep disturbances. This aligns with findings by Setyawati (2018), who reported the highest prevalence of stunting among children aged 24-36 months. The study also indicated a higher prevalence of stunting among boys compared to girls. Significance testing showed notable differences between the number of stunted boys and girls, consistent with Wahdah et al. (2015), who reported a higher percentage of boys among stunted children. Similarly, Aryastami (2017) found that boys had a 1,28 times higher risk of stunting than girls, possibly due to their higher activity levels requiring more energy. Without sufficient nutrition to balance their activity levels, stunting may occur (Fitriami & Huriah, 2019).

Parental education levels ranged from incomplete primary education to completing postgraduate studies. Overall, the majority of both fathers and mothers completed up to high school. Educational background influences individuals' actions and behaviors, including their approach to parenting (Candra et al., 2017). Significant differences in maternal education were found between stunted and non-stunted categories. This corresponds with Husnaniyah et al. (2020), who reported that mothers with lower education levels were 2,22 times more likely to have stunted children than those with higher education. Higher education among mothers fosters better dietary habits, such as ensuring adequate nutrition for their children and family. Conversely, lower-educated mothers may prioritize daily food acquisition over nutritional quality, potentially contributing to nutritional deficiencies in children (Forh et al., 2022).

All fathers were employed in this study, with more mothers being unemployed, ensuring every family had income for daily living. Families with stunted children generally had lower average incomes compared to those with non-stunted children. Significant differences in family income were observed between stunted and non-stunted groups. Higher-income families tend to have healthier eating patterns, whereas lower-income families may prioritize immediate food needs over nutritious options, thus impacting stunting rates (Wahdah et al., 2015).

Families with stunted children tended to have more members than those with non-stunted children. Significant differences in family size were also found between the two categories. Larger family sizes combined with lower incomes can increase the risk of stunting, as children may not receive sufficient nutritional intake due to competition within the family. This situation may lead to nutritional deficiencies and subsequent stunting in children (Wahdah et al., 2015).

Maternal knowledge regarding child rearing and development, measured in this study, was moderate among mothers with non-stunted children and low among mothers with stunted children. Significant differences in maternal knowledge were also noted between mothers of stunted and non-stunted children. Parents of non-stunted children tended to have higher knowledge scores than those of stunted children. Good knowledge of child development helps parents recognize early signs of developmental delays or issues, prompting timely intervention (Aldayel et al., 2020). Parental knowledge levels can be influenced by their educational attainment and access to information (Alhwoaimel et al., 2023).

Correlation analysis of child characteristics in this study indicated a significant positive relationship between stunting status and maternal knowledge. This suggests that mothers of non-stunted children tend to have higher knowledge indexes compared to mothers of stunted children. Similar findings were reported by Rohmah (2014), indicating a significant positive relationship between maternal knowledge and child nutritional status. Mothers with good knowledge of child rearing and development understand their children's needs better. When children's needs are well met, they thrive and develop optimally (Kadir, 2019).

The relationship analysis results showed a correlation between father's education and the authoritative parenting style implemented by mothers. Parental education is associated with parenting practices, including those aspects related to psychological aspects such as highly supportive and involved parenting, highlighting parental education as a key factor in parenting style implementation (Xia, 2022). Rinaldi and Howe (2012) found alignment in parenting styles between mothers and fathers, suggesting that if one parent adopts an authoritative parenting style, the other is likely to do the same.

Based on the research findings, parental education levels were significantly associated with maternal knowledge. Murniati and Dewi (2017) noted that higher education makes it easier for individuals to receive and absorb information, thereby increasing their knowledge. Conversely, lower education levels may hinder the absorption and formation of knowledge patterns. Parents with lower education levels may also have limited exposure to learning sources such as television, radio, and print media (Forh et al., 2022).

The influence analysis results indicated that authoritarian parenting style significantly affects motor development in children. This finding aligns with Nadia et al. (2022), who demonstrated that children raised by authoritarian parents tend to have good motor development. Authoritarian parents emphasize obedience to rules and directives, which can lead to age-appropriate motor development in children. Authoritarian parenting styles also set clear standards and expectations for children, monitoring their activities closely (Farida et al., 2019). Optimal motor development requires parental supervision and structured activities. These findings also align with behaviorist theory, which suggests that authoritarian conditioning fosters compliance through stimuli, as individuals are considered passive and responsive to stimuli (Nahar, 2016).

CONCLUSION AND SUGGESTION

Parenting styles commonly applied by parents of stunted and non-stunted toddlers are predominantly moderate authoritative, with low levels of authoritarian and permissive styles, alongside varying levels of maternal knowledge categorized as low and moderate. Gross and fine motor development issues are more prevalent among stunted toddlers. Stunted toddlers are more frequently male, come from families with lower maternal education, larger family sizes, lower incomes, and lower maternal knowledge compared to families with non-stunted children.

Correlation analysis revealed a significant positive relationship between child stunting status and maternal knowledge. Father and mother education positively correlated with maternal knowledge, while father's education and family income were positively associated with authoritative parenting style. Influence analysis indicated that authoritarian parenting significantly influences both gross and fine motor development in stunted toddlers.

Based on these findings, recommendations for families include encouraging parents to adopt optimal parenting styles. While authoritarian parenting may optimize motor development, its suitability across other dimensions of child development remains uncertain. Families are also advised to enhance knowledge and income levels to support optimal child growth and prevent stunting. Collaboration with community health centers (posyandu) is suggested to improve monitoring of child development and nutritional status. This collaborative effort can facilitate early detection and effective management of developmental delays.

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